Making Connections Rubric

Gr. 3

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| Exceptional  10 | Student makes connections that show deeper understanding of the story either based on personal experiences or larger human issues. Student understands how connections enrich the interpretation of the text. |
| Proficient  9 | Student makes connections that provide a higher meaning than just understanding what is happening. Student understands how connections help interpret the story. |
| Developing  8 | Student makes connections that remind them of feelings and emotions, just like the character in the story, but there is no explanation of it to help understanding. Background knowledge helps reader understand what is happening. |
| Emerging  7 | Student makes a general statement “I have a dog.” This does not help student understand text better. |

The Making Connections strategy is “Informally Experienced” at Grade 3, not formally taught. However, there may be some students for whom this rubric will be useful.

Visualizing Rubric

Gr. 3

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| Exceptional  10 | Student uses the clues provided by the author to describe pictures using the language from the text. The student begins to explain how the visualization aids in comprehension. |
| Proficient  9 | Student describes pictures at a literal level, elaborating on the words in the text. |
| Developing  8 | Student creates visual images that are not linked to the text. Pictures are at a concrete level. |
| Emerging  7 | Student does not describe images from the story. |

Making Inferences Rubric

Gr. 3

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| Exceptional  10 | Student makes logical predictions and/or inferences, using the text as support. Student draws conclusions from the text and begins to explain how the inferences aid in deeper understanding of the text. |
| Proficient  9 | Student makes logical inferences and checks text for accuracy and proof. Student may combine information from the text with background knowledge to make an inference. |
| Developing  8 | Student makes inference that is not connected to information in the text. |
| Emerging  7 | Student does not make an inference or has no idea what the author’s message is. |

Determining Important Ideas Rubric

Gr. 3

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| Exceptional  10 | Student identifies the main idea of the text , providing at least three supporting details or elements from the text. The student distinguishes between important and interesting information. Student begins to explain how this aids in deeper comprehension. |
| Proficient  9 | Student begins to identify the specific topic or theme in the text providing relevant details from the text. Student begins to recognize difference between important and interesting information. |
| Developing  8 | Student identifies the general idea of the text, providing one relevant detail. |
| Emerging  7 | Student cannot tell what is important in text. |

Understanding Text Structure Rubric

Gr. 3

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| Exceptional  10 | Student discusses ways in which text features focus the reader’s attention, permitting the reader to recall important information and make inferences. |
| Proficient  9 | Student describes how the text features are central to the meaning. |
| Developing  8 | Student can use text features to find answers to specific questions. |
| Emerging  7 | Student lists one or more text feature, but is unable to explain how it/they help the reader. |

Wondering/Questioning Rubric

Gr. 3

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| Exceptional  10 | Student uses questions to challenge the validity of text or author’s stance/motive or point of view and to enhance his/her understanding of the text; questions may be rhetorical and lead to interesting discussion. Student can explain how asking questions enhances understanding. |
| Proficient  9 | Student asks questions to enhance meaning of text (critical response, big idea); may explain how asking questions deepens comprehension. |
| Developing  8 | Student asks questions to clarify meaning. Student generates questions using the 5 “W” words (who, what, where, when and why) and how. |
| Emerging  7 | Student asks literal questions that relate to the text. |